

Jigsaw

1

What is the purpose?

- To provide a structure for small group work
- To encourage participative, cooperative learning and place responsibility for learning on the student
- To cover a broad amount of information efficiently

2

How can I implement the strategy?

1. Place students into home groups, for example, six groups of four. Give each student an aspect of a topic to discuss or research such that each student in each group has a different focus.
2. Students from each group form expert groups to study their aspect together. Students research their information in the expert groups and prepare to report to their home group.
3. Students move back to their home groups and report as the expert on their aspect of the topic.

Topic _____

Aspect _____

A. _____

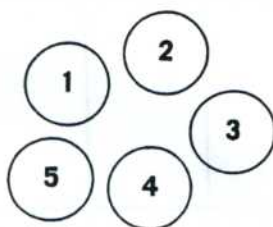
B. _____

C. _____

D. _____

E. _____

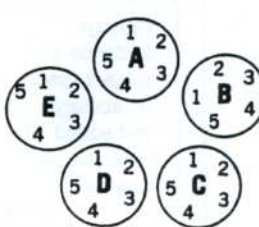
1. Sharing or Home Groups Original Group



Stage One

Each group member is allocated a different aspect of a topic.

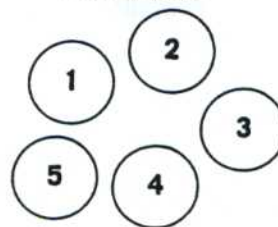
2. Expert Groups Reconstituted Group



Stage Two

Group members reform so that they all have the same respect of the topic about which to become expert.

3. Return to Sharing or Home Groups Original Group



Stage Three

Students return to their original groups. Each student reports on what they have learned.

3 What am I looking for?

Observe whether students

- demonstrate understanding
- are engaged in the activity
- use subject-specific vocabulary
- critically analyze, evaluate, and apply ideas
- support their ideas
- summarize and synthesize main ideas

4 How can I collect information?

METHOD	EXAMPLE																									
Self-assessment	Self-assessment																									
Peer assessment	I learned a lot about probability through today's jigsaw.																									
Teacher observations	I found it really helpful to ask questions of the rest of the group.																									
Data-drive decisions	Criteria checklist																									
Criteria checklists	<table><tr><th>CRITERIA</th><th colspan="4">STUDENTS' NAMES</th></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Understands the main ideas</td><td></td><td></td><td></td><td></td></tr><tr><td>Displays evidence of subject specific vocabulary embedded in classroom language</td><td></td><td></td><td></td><td></td></tr><tr><td>Displays ability to support and develop ideas</td><td></td><td></td><td></td><td></td></tr></table>	CRITERIA	STUDENTS' NAMES									Understands the main ideas					Displays evidence of subject specific vocabulary embedded in classroom language					Displays ability to support and develop ideas				
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Anecdotal information	Anecdotal information																									
Parent input	Dwayne's English teacher confirmed my judgment that his ability to express himself orally is improving. Today in a jigsaw activity he summarized the group's discussion clearly and succinctly.																									
Portfolio																										

Briefing the Prime Minister



What is the purpose?

- To analyze, summarize and synthesize information
- To practise note-making skills
- To work collaboratively and cooperatively with a group
- To create a culminating event with a purpose
- To present information succinctly



How can I implement the strategy?

1. Identify the purpose for the reading at the beginning of the assignment:
Each small group will identify its position on a topic and choose a lobbyist who will have five minutes to brief the prime minister on the position.
2. Divide the class into small groups. Each group identifies its lobbyist as well as its position on the issues.
3. Group members gather their information, synthesize it, and prepare a briefing paper of clear, strong, talking points. They should also make notes of answers to questions they anticipate being asked by the prime minister and his/her aides.

3 What am I looking for?

Observe whether students

- collaborate in group work
- pose higher-order thinking questions
- analyze and synthesize information
- organize and apply information
- understand concepts and content

4 How can I collect information?

METHOD	EXAMPLE
Self-assessment	Self-assessment
Peer assessment	It was a good idea to let Jimmy be the lobbyist since he talks the most. It was hard keeping the presentation to only five minutes — there was a lot to say.
Teacher observations	Teacher observation
Criteria checklists	The challenge here was to find enough different topics for the groups to present to the prime minister. Next time, I'll make sure that I have sufficient variety so that each group has a different topic to present.
Anecdotal information	
Parent input	
Portfolio	